DOCUMENT RESUME

ED 177 364 CE 023 078

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TITLE The Implementation of Career Education as Perceived by Selected Chief State School Officers.
SPONS AGENCY Office of Career Education (DHEW/OE), Washington, D.C.
PUB DATE Jul 79
CONTRACT 300-78-0428
NOTE 43p.; Not available in paper copy due to thin type

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Administrator Attitudes; *Career Education; *Chief Administrators; Educational Legislation; Educational Planning; Elementary Secondary Education; *Federal State Relationship; School Personnel; *State Departments of Education; State School District Relationship; Statewide Planning; Vocational Education

ABSTRACT

Because PL 95-207 requires the chief state school officer in each state to play a key role in the implementation of career education, this study sought the professional judgements of twenty chief state school officers on crucial issues in career education. Among the findings of the interviews was that most chief state school officers felt career education was important, with fifteen of the twenty saying "very important" or "extremely important." Eighteen states indicated an average or higher interest in career education, with half saying that their interest was growing. Most chief state school officers indicated that career education is not moving fast enough and listed the following needs: better understanding, more money, personnel to work in the area, and good inservice programs. In addition, the majority indicated that they were not concerned about the impact of tax-cut initiatives, and most thought that career education could aid in promoting sex equity. (A summary of the results of each of the thirty-three interview questions is provided.) (LRA)

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THE IMPLEMENTATION OF CAREER EDUCATION AS PERCEIVED BY SELECTED CHIEF STATE SCHOOL OFFICERS

Prepared for
the Office of Career Education
U.S. Office of Education
Washington, D.C.

by

Byron W. Hansford

July 1979

CE023018

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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PREFACE

The Chief State School Officer in each State Education Agency is in a strategic position for educationl leadership. Nowhere is this leadership more crucial - or more obvious - than when a particular kind of educational effort moves from the Federal demonstration stage to an implementation stage at the local educational agency (LEA) level. At such times, decisions made by the Chief State School Officer must be made based on a combination of the adequacy of the prior demonstration effort coupled with the need for and readiness to implement that effort at the LEA level. Both of these basic variables enter into decisions each Chief State School Officer must make. Such decisions, once made by the Chief State School Officer, have a profound impact on the success of the implementation effort.

Thus, it should surprise no one to discover that, during the Fiscal Year 1974 to Fiscal Year 1978 Federal demonstration effort in career education, USOE's Office of Career Education maintained a close working relationship with the Council of Chief State School Officers (CCSSO). Each year saw a leadership development project operated by CCSSO along with the simultaneous operation of a Career Education Task Force within CCSSO. The CCSSO, as a key leadership organization, played a key role in both the wording and in the passage of Public Law 95-207 - the "Career Education Incentive Act". Provisions of that Act moved career education, at the K-12 level, from a Federal demonstration effort to an implementation effort. More importantly, it moved the key control of Federal funds for career education from the USOE level to the State educational agency (SEA) level. These actions took place with the concurrence and encouragement of the CCSSO.

During the Fiscal Year 1974 to Fiscal Year 1978 Federal demonstration period, Dr. Byron Hansford served as Executive Director of CCSSO. In that position, Dr. Hansford played a key and crucial role in influencing CCSSO actions with respect to career education. The perspective Dr. Hansford gained during this period could be available to no other individual. It was for that reason Dr. Hansford was asked to prepare this publication. The timing of this publication, coming as it has during the first year in which K-12 career education efforts moved from the Federal demonstration stage to the SEA implementation stage, is most appropriate. So, too, was it appropriate that Dr. Hansford should be the author of this publication.

In collecting the data reported here, Dr. Hansford followed the same pattern of professional leadership he used during his entire tenure at CCSSO. That is, rather than trying to dictate or influence opinions of individual Chief State School Officers, Dr. Hansford wisely sought to simply identify the crucial issues and seek the professional judgements of each Chief State School Officer included in the sample he selected for use in his study. He has done a masterful job of collating individual responses and presenting them in a series of logical, common sense findings.

As I look at the data reported here by Dr. Hansford, I am encouraged by the extent to which these Chief State School Officers appear to see career education's efforts to provide ALL students, beginning at the elementary school level, with a set of general employability/adaptability skills that will both protect their freedom and ability to make sound career decisions and, simultaneously, help them change with occupational change during their adult lives. Acceptance of this responsibility as a major goal of the American system of public education is crucially important in these times.

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I am simultaneously encouraged by the high degree of understanding that seems to exist with respect to the basic methodology to be employed in implementing K-12 career education efforts. There is apparently good understanding of the fact that career education efforts will be implemented primarily through a "people change" approach within Education coupled with a concerted effort aimed at increasing school system/community "partnerships". These Chief State School Officers seem to agree that career education should NOT be implemented primarily through the addition of new courses, curricula, buildings, or special kinds of "career education teachers".

It is most encouraging to me to observe the high degree of support these Chief State School Officers give to career education in light of the relatively small amounts of Federal dollars coming to the SEAs for use in career education implementation efforts. These respondents have apparently correctly understood that career education is best viewed as a "solution system" for use in meeting a variety of kinds of new education mandates - rather than as simple "one more mandate" to be added to all others. These actions stand as clear evidence of the high degree of professional leadership that exists among Chief State School Officers.

Dr. Hansford correctly notes that the relatively rapid turnover among Chief State School Officers calls for continuing efforts, on the part of all concerned about career education, to acquaint new Chief State School Officers with the nature, goals, and methodologies of career education. The contents of this monograph should serve as a helphul beginning means of doing so. We, in USOE's Office of Career Education, are deeply indebted to Dr. Hansford - and to those who responded to his inquiries - for this document.

Leadership efforts, within CCSSO, are currently continuing under the able direction of Dr. William Pierce. Dr. Pierce, like Dr. Hansford who preceded him, understands the career education concept very well. Under his leadership, the key role of each Chief State School Officer in implementing K-12 career education efforts seems certain to move ahead. USOE's Office of Career Education continues to be deeply appreciative of the Council of Chief State School Officers.

-Kenneth B. Hoyt
Director, Office of Career Education

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INTRODUCTION

THE IMPLEMENTATION OF CAREER EDUCATION AS PERCEIVED BY SELECTED CHIEF STATE SCHOOL OFFICERS

In December of 1977 the Congress of the United States enacted Public Law 95-207 entitled the "Career Education Incentive Act". This Act calls for a new approach in federal assistance for career education. During the past four years, federal assistance for career education has taken the form of discretionary grants awarded the selected demonstration projects and managed by the U. S. Office of Education. Under the new law, federal assistance for career education at the elementary and secondary levels has shifted to the form of state allotments awarded to each state on a formula grant basis. The responsibility for managing the funds and administering the day to day implementation of career education has therefore been shifted, in a large measure, to the State Education Agencies in each state. It is obvious that in this new phase of federal assistance for career education, the Chief State School Officer in each state is now called upon to play a key role in the implementation of career education on a state wide basis. It was thought that in view of the above it would be valuable to learn the attitudes and beliefs of Chief State School Officers with regard to the implementation of career education. As a result the U. S. Office of Education contracted with me to interview twenty Chief State School Officers and report my findings in this document.

- Byron W. Hansford

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OBSERVATIONS

Most of the Chief State School Officers who were interviewed felt career education was important with fifteen of the twenty saying very important or extremely important while only one said it was not very important. When asked about the interest in their state, eighteen said average or very important with two saying there was little interest. Half of the Chiefs also indicated that the interest in career education was growing.

In spite of the importance attached to career education and the high interest most Chiefs evidenced some frustration in that it is not moving faster and listed the need for better understanding, more money, personnel to work in the area and a great need for good inservice programs.

The Chiefs were about evenly divided in their responses as to whether or not the federal role in career education should be expanded, with more money, not surprisingly, heading the list of what kind of involvement was desired. With regard to the state role most of the Chiefs thought it should be expanded and mentioned leadership and inservice education as most important.

When asked if they felt career education could be implemented with practically no new money, once again, the Chiefs were evenly divided with about half saying yes, since it was a concept and half saying it costs a considerable amount of money to implement any new program no matter how meritorious.

Most Chief State School Officers were not concerned about the effect of the back to basics movement on career education since, as they pointed out, it should be one of the basics. Somewhat surprisingly, in my opinion, most were not concerned about the impact of Proposition 13 and similar tax cut initiatives and most thought career education could aid in promoting women's equity.

Few Chiefs said that their schools provided job placement services although most indicated that they thought such services should be provided. Answers to questions about how to get support from teachers, administrators and the community centered primarily on informing and involving as did suggestions for getting the support from business, industry and labor.

Practically all of the Chiefs indicated the need for better materials although one observed that he felt adequate materials are available if they are identified and put into the hands of those who need them.

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INTERPRETATIONS AND SYNTHESIS

The data in this study pretty well speak for themselves and will not be repeated in detail here. As a result of having conducted the study, I feel optomistic regarding the future of career education and am more and more convinced of its value. It is clear to me that a large majority of the Chief State School Officers interviewed believe in career education although some states appear to be far advanced over others in the implementation of the concept. I must admit that I was surprised about the lack of understanding and commitment on the part of a small percentage of the Chiefs. Given the relatively short tenure of Chiefs one would hope that the committed Chiefs, if replaced, would be replaced with others who are equally committed and that those who are uncommitted will either see the light or be replaced by others who are committed. In any event it should be clear that the rapid turnover of Chiefs calls for continuing strong leadership from the U. S. Office of Education in order that the progress which has been made will be continued and expanded and that new starts will be made in other places.

I believe that this study has given us the broad outlines regarding the implementation of career education.

The major difficulty in implementing a program in career education which was reflected time after time in the interviews as well as in general conversation is the wide-spread almost universal cultural bias which makes administrators, teachers, parents and ultimately the students, consciously or unconsciously, believe that work outside the professions is somehow second class and beneath their dignity. This is a major problem in this country and much more of a problem in developing nations such as India or Egypt. This bias is evidenced by teachers and counselors in countless unconscious ways and the

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message comes through loud and clear to the students. Until we can improve our attitudinal and motivational research so that behavior can be changed through inservice education programs we are unlikely to achieve the dramatic break-throughs in career education which we all desire.

As a result of this study and other data, I am convinced that most Chief State School Officers have given a great deal of thought and attention to the future needs of society and the contributions which educators should make in helping to meet those needs. I do not believe that most local administrators and teachers have the same concerns and understandings.

In the past some educators involved in "general education" as opposed to "vocational education" were sometimes accused of having no concern for the world of work. Where that was true these individuals were extremely short sighted, if not bigoted, since educators need to be concerned about helping to meet all of the needs, present and future, of those whom they are attempting to serve and certainly everyone needs to be informed and understand the world of work regardless of what their occupational or professional goals may be.

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RECOMMENDATIONS TO CHIEF STATE SCHOOL OFFICERS

1. In cooperation with the State Board of Education establish the promotion of career education as one of the top priorities for the State Education Agency and the state. A part of this high priority will be evidenced by assigning personnel and resources to the task.

2. Urge the use of state and local funds for career education. Although career education is a concept instead of a program funds will be needed to obtain materials and to provide inservice programs for state and local personnel.

3. Develop plans for involving business, industry, labor and the general public in the development of career education strategies.

4. Provide technical assistance to local districts in career education.

5. Help to conduct joint state/local inservice education programs for teachers, counselors and administrators.

6. Develop inservice educational materials for the use of personnel from the local districts. Particular attention should be given to the development of materials designed to change attitudes and modify behavior.

7. Aid in the diffusion of career education materials.

8. Develop systems of two-way communication with other states.

RECOMMENDATIONS TO THE U. S. OFFICE OF EDUCATION

1. Continue to provide leadership in the area of career education. Most of these efforts should be directed toward Chief State School Officers and members of their staff. However, attention will also need to be given to members of State Boards of Education, members of professional groups and other groups interested in the welfare of children and youth.

2. Continue to be a spokesman for career education to the Congress and to the Executive Branch.

3. Espouse desirable career education legislation and more adequate funding.

4. Continue to provide technical assistance to the states.

5. Promote and support attitudinal and behavioral research which can aid in changing the attitudes and behavior of those individuals possessing a cultural bias against non-professional work.

6. Continue to promote interstate communication so that the states can learn from each other.

7. Aid in the diffusion of career education materials.

SUMMARY OF INTERVIEWS

1. A few years ago when Commissioner Sidney Marland was talking about Career Education, we all expected great things from Career Education. Do you think Career Education has lived up to its promise?

   Yes: 4 KY, NM, MO, ARK
   NO: 14 OR, WI, WY, NV, OK, DE, UT, SD, AK, MS, VA, ALA, MD, AZ

   CO: As much as it could in my mind - maybe not Marland's.
   AK: (in reference to the we all expected) Not everyone did!
   OH: In some states.

2. The last five years have been very difficult in regard to financing education. Do you think Career Education would have had more impact on American Education if it had come along a few years earlier?

   YES: 7 KY, WI, OK, NM, ALA, MO, ARK
   NO: 12 OR, CO, WY, NV, UT, DE, SD, AK, OH, MS, VA, MD

3. How would you personally rank the importance or the need for Career Education in American Elementary & Secondary Education?

   A. Extremely Important: 4 WY, MS, VA, MO
   B. Very Important: 9 OR, CO, WI, OK, DE, AK, ALA, MD, ARK
   C. Important: 6 NM, KY, NV, UT, OH, AZ
   D. Not Very Important: 1 SD
   E. Not Important: 0

   VA: If accepted as a concept and a goal to be emphasized by all.

4. How would you rank your state in interest in Career Education:

   A. Very Important: 8 KY, OR, CO, WY, OH, MS, ALA, MO
   B. Average: 10 NM, WI, NV, OK, UT, DE, AK, MD, AZ, ARK
   C. Little Interest: 2 SD, VA

5. Is the Interest in Career Education:

   Growing: 10 NM, KY, CO, WI, NV, UT, OH, MS, ALA, MO
   Staying the Same: 8 OR, WY, OK, DE, AK, MD, AZ, ARK
   Waning: 2 SD, VA

   CO: Not rapidly but steadily.

   OR: Maybe waning.

6. How would you describe Career Education?

   NM: Advising young people as early as possible of world of work possibilities.

   OK: It is the learning about careers as they relate to today's and future's labor needs.

   UT: The linking together of academic instruction and the world of work.

DE: In its finest sense, it ought to be education which prepares an individual for a productive and rewarding life.

SD: Integrating various aspects of education with the understanding of various career opportunities.

AK: Conceptual design for emphasis on a very important function of the public school.

OH: A pre-vocational program of motivation, orientation and exploration for all students in grades K-10 designed to acquaint students with the importance of work.

MS: The sum total of your learning experiences in developing skills for a career.

VA: A concept. Try to motivate every student to develop or obtain knowledge and/or skills for employment or for higher education.

OR: Awareness and exposure to the world of work.

CO: Exploring and preparing for one's general initial career interest.

WI: The development of an awareness and an appreciation of the diversity of careers now available but also a recognition of future potentials and opportunities.

WY: A program that encompasses the academic and vocational experiences of the student which attempts to make those experiences relevant to the student's future work experiences.

NV: Infusion in each curriculum area of subject content area / work relationships / relevancy to future employment.

KY: An instructional approach or a vehicle enabling the teacher to address the relationship existing between academics and the world of work.

ALA: A concept that should be included in all curricula areas.

MD: Providing indepth perception on information as to options in the world of work.

AZ: A concept too educationalized.

MO: Career education is a complete educational concept which spans the realm of all educational courses. This concept implies that both academic and vocational education are essential to the total education of our youth. Career education is not intended to replace traditional subjects and it is not viewed as a separate course or curriculum.

ARK: As basically an instructional strategy to improve learner outcomes related to career development through improved cooperation among the programs of education and among schools and communities.

7. What do you think should be the relationship between Career Education and Vocational Education?

NM: Should be same.

OK: Partners with the State Department of Education.

UT: Vocational education is simply a part of Career Education.

DE: Vocational Education is a part of Career Education.

SD: The same as academic education.

AK: Very simply, vocational education is one aspect of career education. They are not the same. Vocational education is a technical component in the series of career orientation, awareness, exploration, and kinds of training.

OH: Career education should lead into vocational or pre-professional education. It should be coordinated with vocational education.

MS: Close working relationship.

VA: Career education encompasses vocational education in my opinion, but they are not the same. Career education is conceptual and really not an educational program restricted to a specific area.

OR: Vocational education is a part of career education. Vocational education is specific training.

CO: Career education is a broader concept - vocational education is a more specific job preparation program. Career education programs would precede vocational education and aspects continued during vocational education work.

WI: Career education can function best if it can relate to every student including those who focus on vocational education.

WY: Vocational education is the cap-stone of the arch of career education- a part of the career education program - the two are not, or should not be separate entities or programs.

NV: Vocational education is just another area which should have as a component "career education" - not unlike other areas of the curriculum.

KY: Vocational education is a single aspect of career education, and is much narrower in scope. A close relationship does and should exist.

MD: Same relationship as to pre-professional.

AZ: Career education should be more heavily identified in areas other than vocational education.

MO: Vocational education is one aspect of a total career education program and for many youth it can be a final step in a familiarized career education program. Vocational education has as one of its major objectives the development of a salable skill--one of the major objectives of career education is to provide to our youth the tools to make more valid career decisions as they acquire new values and as their goals are developed.

ARK: Career Education and Vocational Education have many common interests and should coordinate their activities. However, Career Education should spend most of its efforts working with teachers and students not included in vocational education programs.

ALA: Career education should be included in vocational education just like other areas. Vocational education is a part of career education.

8. What steps do you think should be taken to promote career education?

NM: More money, state and local. More attention, chief and local superintendents.

OK: Money and people to devote full-time in promotion of career education at the national and state level. Then inservice training at the local level.

UT: Stop treating career education as a project and move it into program status - actually it is a concept for a base upon which education programs may be built. State education agencies need to promote career education in curriculum building. Efforts need to be made to define career education more precisely.

DE: The issue needs to be defined first and then intensive staff training is needed.

SD: There are serious doubts about the positive aspects of the present efforts to promote career education in South Dakota. I do not know what should be done - if anything.

AK: 1) Disabuse people of the notion that career education is a panacea for solving all of education's problems.

2) Continue to demonstrate that career education can be an integral part of the total curriculum. Good teachers have been teaching and employing career education for years.

OH: 1) Involve labor and industry with planning.
2) Build community support.
3) Provide fiscal incentives for schools.
4) Teacher training and staff development.
5) Preparation of material.
6) Public information.

MS: All school systems need to emphasize and work to promote students with a broad understanding of career opportunities.

VA: Try to correct the unrealistic promises of certain business leaders who seem to believe that career education will solve all our problems.

OR: 1) Develop inservice programs for teachers in the field.
2) Involve teacher training institutions to work in teacher preparation programs.

CO: Continued incentive grants to those schools/districts who have not tried the career education elements. Continued work with business, community groups to explore new relationships external to the school. More work with higher education in teacher education - also college/university guidance/counseling efforts.

WI: Teacher preservice and inservice needs to include career education as a part of the balanced basic curriculum or general studies. The concept of career education as a K/12 program must somehow be accepted (understood) by the general public.

WY: Eliminate the self-serving provincialism - the paranoia of the vocational education people - Convince the academic instructors that their subjects are not taught as an end in themselves - the basic problem with implementing career education is the mistrust and separatist attitudes of educators themselves.

NV: 1) Infusion at the colleg: (teacher training).
2) SEA staff training at all levels.
3) State conferences.
4) Grants - State and Federal.

KY: Inservice programs for elementary and secondary teachers for an orientation to the total concept. Involvement of the total community. State Legislative action or state board action stressing the concept.

ALA: The concept should be explained to all educators first, then to parents and other citizens. We must make sure that career education becomes a part of the regular instructional program and not allow another empire to be built.

AZ: Product first - then process.

MO: Carry out a good public information campaign using mass media. Obtain support and involvement of the community, business, lobor, and industry. Seek the active involvememt of service clubs. Seek input from many sources relative to program development and direction.

ARK: Teacher training institutions need the same opportunities to conceptualize and develop programs around career education that the public school have had. Career education leaders should focus on a more narrow level, such as elementary grades, and prove that it is a valid approach to educational problems before expanding to include pre-school through adult and beyond. The fact is that to date, very few proven practices for career education exist at any level.

9. Do you think the federal role in career education should be expanded?

NO: 9 UT, AD, AK, VA, OR, CO, WI, KY, MD
CO: Just funded
KY: We have a law and funding should be provided with broad implementation strategies left to the state and local districts.

If so, how?

YES: 8 NM, OK, DE, OH, MS, WY, NV, ALA

NM: Over-involvement by feds could separate.

OK: National directors with money to educate and stimulate at the state and local through inservice.

DE: Funds for staff : training.

OH: Increased funding.

MS: We need more financing.

WY: Only in the area of funding programs as we have funded pilot projects in the past.

NV: Categorical aid - send money.

MD: Not that high a priority - should preserve state control.

ALA: More funding to be sure the proper approach is taken -- curriculum materials, staff development, etc.

AZ: No.

MO: From the stand-point of providing assistance to the states in terms of financial resources--possible model programs--and a coordinated effort to keep all state level personnel abreast of what is happening in other states that might have an impact on his or her own state.

ARK: Until the various existing federal programs which impact on Career Education are better coordinated, state programs will have difficulty in coordinating. What is the Federal Plan for Career Education.

10: Do you think the state role in career education should be expanded?

NO: 3 OR, KY , ARK KY: The State of Kentucky has acted responsibly with due dispatch. Kentucky has a statute and funding provision.

YES: 15 NM, OK, NV, WI, WY, VA, UT, DE, SD, AK, MS, MD, ALA, AZ, MO

OK: Provide inservice to local schools with a committee of non-educators to advise State Boards. It must have high priority from chief of state.

UT: Greater attention to curriculum development. A better mechanism for moving career education into the mainstream. Providing greater flexibility to locals to meet program goals.

DE: Funds for staff training and career education coordinators.

SD: Simply include the thrust of career education in the curriculum K-graduation.

AK: This depends on the levels of understanding and acceptance that exist within each state. Promotion of the concept and demonstrations of programs that work should be promoted by the states.

MS: Support with funds and leadership.

VA: In providing leadership in inservice education activities.

WI: The expansion of career education at the state level must come through the leadership role of state agencies, not through legislated mandates.

WY: Leadership, salesmanship - but also, very important - to define and clarify just what is career education. Probably the various state department staffs don't even agree among themselves.

NV: Conference presentation. Attempt impact on university system. Inservice staff at state level. Establish consultant position.

MD: State should provide leadership and also involve business, industry and labor.

ALA: Leadership - funding - curriculum materials - staff development, etc.

AZ: Yes. Models and products.

MO: Inservice for school administrators, counselors, and teachers must be on-going. We must implement a thorough program of pre-service at our universities -- Career Resource Centers need to be developed in at least five other locations in the state---and personnel is essential if we are going to implement our plans completely.

NO CHOICE: OH: Each state should review career education in terms of the objectives of the state.

CO: We are on a 5-year program.

11. Do you think the local role in Career Education should be expanded?

NO: 0

YES: 19 NM, OK, UT, DE, SD, AK, OH, MS, VA, CO, WI, WY, NV, KY, MD, ALA, AZ, MO, ARK

OK: Educate staff to the importance of career education.

UT: Inservice training of teachers so that career education is infused into the curriculum. Greater advocacy on the part of boards and administrators.

DE: Commitment of funds and leadership.

SD: Simply include the thrust of career education in the curriculum K-12.

AK: This depends on the levels of understanding and acceptance that exist within each state. Promoting of the concept and demonstrations of progress that work should be promoted by the states.

OH: Teacher and community involvement.

MS: Give each student additional information.

VA. Inservice education. Integration of the concept K-12. Involve total administration and supervisory staff of the school district. Require participation by all teachers.

CO: We have at least one-half of our districts with no programs in career education - others in varying stages of development.

WI: Career education at the local level should be expanded to K-12, all students including the handicapped, gifted and talented, minorities and both sexes.

WY: Implementation - universal, inservice, funding allocation.

NV: Establish a priority.

KY: Local boards should through policy statements relate career education to the total instructional programs and place priorities on implementation.

MD: SEA can provide leadership.

ALA: Leadership, curriculum materials, staff development, funding, etc.

AZ: Usable models and materials - K-14.

MO: Local schools need active support from top level administration. SEAs need to be certain all staff members receive necessary information, inservice, and materials to make for a solid career education program.

ARK: Each must be allowed to assess its own needs , establish priority goals and plan and implement programs to achieve the goals. The role of the State should not be one of assisting the federal government in implementing a pre-designed program, nor one of being called upon to straighten out problems when federally funded projects go astray. Within general guidelines, local schools can best assess their needs and can design the most appropriate solutions. The state agency can provide much of the needed information and technical assistance in this area.

12. Most authorities maintain that Career Education can be implemented with practically no new money since it is actually a concept or philosophy which should pervade all of education. Do you agree? Why?

YES: 9 NM, AK, OR, WY, UT, AD, VA, KY, AZ

NM: Philosophy.

UT: If we can look at career education as a base from which programs emerge, it takes on meaning for designing education. That kind of analysis does not require additional money, but a reordering of priorities and direction.

SD: I believe this statement is true.

VA: New or additional staffing not required. Some expense connected with inservice education activities.

KY: Existing resources are adequate, and it seems to me to be a question of tapping available resources and placing emphasis on principles and techniques.

NO: 9 MS, DE, OH, WI, NV, ALA, ARK, MD, MO

DE: The idea is not understood or at least not accepted.

OH: Money is needed for establishing the programs, preparing the teachers, buying the material.

WI: Career education materials and people resources cost money. The job cannot be done without financial support.

NV: All new programs need dollars to infuse itself and to have impact - at least to be established.

MD: All significant change requires money but leadership is also important.

ALA: There must be staff development and some materials developed and provided.

MO: Career Education, as with any other concept or program, cannot be successfully implemented without necessary funds. You do not carry out inservice, purchase materials, provide leadership activities, and coordinate programs at no cost. This is true of basic skills, Right-To-Read, or any other program.

ARK: I am unaware of any significant educational improvement that did not require additional funding. While it may be true that some of career education could be implemented by re-prioritizing existing funds, the fact is that the bulk of career education will require re-training school personnel and expanding services to students and personnel alike. Training and expansion of services is very costly and is not likely to be borne by existing budgets and gratis contributions from other sectors over a long period of time.

YES & NO: 2 OK, CO

OK: Teachers and administrators are unsure of the proper role of career education. I think money will indicate someone thinks it is (an) important concept.

CO: Start-up money helps. May be particularly important for those districts who have waited until now to begin something. No because it should be a regular expenditure item - commitment is the important thing.

13. Which school system in your state do you think is doing the best job in Career Education? Are there others which are nearly comparable?

NM: a) large cities

OK: a) Talaquah b) Ardmore, Orvasso, Elk City

UT: a) Weber, Nebo b) Alpine, Davis

SD: a) Sioux Falls b) Rapid City, Mitchell, Huron, Brookins, Aberdeen

AK: a) Anchorage b) Kodiak, Cordova

OH: A great number of Ohio schools are doing an excellent job. (Names will be supplied upon request. Room 808, 65 Front Street.)

MS: b) Tupelo, Meridian, Greenwood

VA: a) Two have conducted projects funded by the state from vocational funds.
b) Not requested by either Board of Education nor by Department of Education, but mandated by the state legislature because of pressure from one or two business leaders. After five or six years our staff has not been able to identify any positive results in the two school districts.

OR: Many are doing an excellent job.

CO: A number: Jefferson County, Colorado Springs, Haxtun

WY: a) Riverton b) Casper, Torrington

NV: a) Washoe County (Reno) b) Clark County (Las Vegas)

KY: a) Bowling Green, Ind., Bowling Green, Ky. b) Lexington, Jefferson County Hazard Independent

ARK: b) Pulaski County Special District, Russellville Public Schools, Newport Public Schools, Magnolia Public Schools, Siloam Springs Public Schools, Magnet Cove Public Schools, Harrison Public Schools.

ALA: a) No one best - Maybe Mobile b) Yes - +

MD: a) Montgomery and Prince George b) Annarundel & Prince Charles

MO: It would be hard to single out a particular school system. We have some 250-275 career education projects which have been funded in the state. Larger systems would include Kansas City, Parkway, Fort Osage and Brentwood. Smaller schools would include Diamond, Bronaugh, Camdenton and Fordland. There could be many others added to this list.

AZ: a) Mesa

14. What effect do you think the back-to-basics movement will have on Career Education?

NM: Can strengthen.

OK: None.

UT: I see no effect at all under current definitions. On the other hand, I see Career Education as being basic as a concept. My view of back-to-basics movement is that it is based on program and not on concept.

DE: It will slow it down.

SD: It should not have any effect.

AK: None - if the program is properly integrated into the total curriculum.

OH: Very little at this time in Ohio.

MS: None.

VA: In public education we tend to move from one development to another. Career Education will probably remain, but I doubt it will prove very meaningful.

OR: Will slow it down.

CO: Tax limitation movement will be important. Basic skills - not much.

WI: Career education must be considered as one of the basics and therefore the back-to-basics movement has enhanced the concept.

WY: Should help because we are really talking about functional literacy - that to me means making what children learn in school relative to their success in the real world - and that's really what Career Education is all about.

NV: Generally debilitating - however, it can become part of a new participation.

KY: I think it will enhance the concept and enable teachers to relate the purposes of education to the world of work.

AZ: Should be an opportunity.

MO: They should complement one another. Career Education can and should be used as a vehicle to teach basic skills.

MD: Skills for work is one of five basics for graduation.

ALA: Little - however it could enhance Career Education because the citizens want their youngsters to be able to get employment when they complete high school.

ARK: One goal of Career Education in Arkansas is to improve learner outcome in the basic academic skills. Programs are being evaluated in terms of their impact upon the interaction with the achievement in basic academic skills. Also, there is considerable discussion among parents, educators and the public about what is "basic" in our society. A recent attempt by this State to establish overall goals for education demonstrates that most people do not seem to mean just the three R's.

15. What effect do you think Proposition 13 and other similar movements will have on Career Education?

NM: May reinforce.

OK: None-where career education concept is properly understood. In others, it will be an excuse to stop or slow efforts to do the job.

UT: Again it depends on the definition. If defined conceptually, Proposition 13 may have a salutary effect. If defined narrowly and as a fringe in education, Proposition 13 could kill it.

DE: It will slow it down, since funds will be limited and it is not perceived as a real need.

SD: It should not have any effect.

AK: Could be helpful in that the concept will have to become an integral part of total curriculum - not an add-on with added expenses.

OH: May result in cut backs.

MS: Some.

VA: Will probably reduce pressures to employ career education specialists both at state level and at local levels.

OR: Will slow it down.

CO: Tax limitation movement more important. Basics skills - not much.

WI: None. The concept of career education is soundly supported as something less than a "frill".

WY: No effect.

NV: We will be forced to rethink that which we can do best with limited resources - It's only affect will be that it must be high on such a list or responsibility.

KY: May cut out some areas of the curriculum and stress the basics more. Too early to predict but could be positive on the infusion idea.

ARK: In any climate where funding for education is being reduced, the newest programs are the first to be abandoned. Career Education, especially those new services and personnel, will be cut dramatically.

ALA: Some, because any new program will have to be justified.

MD: Will hurt Career Education but not as much in Maryland as in other states since it is included as one of our basics.

MO: This can have an adverse affect on Career Education, since these kinds of movements basically eliminate funding for new programs. Career Education is new in terms of program appropriations.

AZ: None - if one involves business, industry and labor into the educational process.

16. How do you think women's equity should be reflected in Career Education?

NM: Yes - more awareness.

OK: Same as men's.

UT: Career Education should be equally applied to both sexes. Perhaps there should be some compensatory efforts toward equity for women.

DE: Equity in presentation.

SD: Perhaps the most important element in this concept. The doors to all careers must be opened to women on an equal basis.

AK: Same conditions for women's equity as in any other program. I don't see this as a problem for Career Education if there is a genuine concern for women's equity as an overriding attitude of the local school district.

OH: Yes.

MS: It should be integrated into the programs.

VA: At breakfast this A.M., I heard two of our female chiefs state that they were "fed up with Title IX". Personally, I do not see Career Education in terms of the sex of the individual.

OR: Should be very much involved.

CO: Materials, programs, all aspects. Good to have woman director at state/local level if you can.

WI: Special efforts are being made to assure women's equity.

WY: Career, roles, preparation, programs should not be stereotyped.

NV: It should de-sex all areas of employment.

KY: Open enrollments in the courses and the acquainting of students with the requirements for the occupations. Could help to remove social stigmas from some of the opportunities for employment.

MD: Should be given special attention to make up for past inequities.

ALA: I believe that if careers are properly taught the women's equality question will be taken care of.

AZ: Same as elsewhere.

MO: In our current program, women's equity-sex equity, is treated as part of our staff inservice. It is necessary for both male and female to know and understand the various options open to them regarding possible career choices.

ARK: Career Education can be certain that every child has an opportunity to develop his/her goals in a manner which is free from sex bias as well as racial and socioeconomic bias. The fact that it exists and affects every facet of our lives, including career development, is a legitimate area of study in many fields.

17. How do you relate your Career Education program to your guidance and counseling program?

NM: Improvement has been poor.

OK: It is part of our guidance program at this time.

UT: Guidance and counseling are an integral part of Career Education. Directly or indirectly guiding students into their life's work and counseling them in their options are essential.

DE: Guidance personnel have coordination responsibilities.

SD: At this time it relates very poorly but should be very much a part of guidance and counseling.

AK: Integral part of any good guidance and counseling program.

OH: Through cooperative planning.

MS: Yes.

VA: Should be very close, especially with occupational counseling.

OR: Very closely involved.

CO: Major effort needed - we are trying. Biggest problem is getting a good working relationship to vocational education.

WI: Career Education should be the responsibility of the entire staff with technical assistance provided by some one professionally responsible for it.

WY: Not very well - we attempt to get guidance people to view their function as including career counseling.

NV: Guidance and counseling is just another tool utilized to implement the concept.

KY: Guidance personnel are keys to the implementation along with the team of administrators. Vital to linkage with agencies and organizations in the school district.

MD: Vocational guidance, pupil personnel service and career education are three pieces working cooperatively.

ALA: Guidance and counseling personnel have a definite role with students all along the way. They (personnel) must know what is being done in Career Education in the school so that they can advise and make additional materials available to the students.

AZ: An integral process.

MO: Missouri's Career Education Program places a strong emphasis on guidance and counseling. Our Missouri Career Education Delivery System is built around the four learning areas of: 1) Self Knowledge, 2) Life Roles, Settings and Events, 3) Life planning and 4) Academic and Vocational Skills. One of the major components of our career education state plan is a model to provide inservice for counselors relative to their role in Career Education.

ARK: Very much the same way as to vocational education. Career Education has many common goals as career guidance and should be mutually supportive and cooperative. However, guidance places only one part of the staff and one specialized set of services as a focus, Career Education places the responsibility for career development on all persons who deliver services to students. The administrators, counselors, and teachers all have responsibilities for the development of students and have unique training and services to contribute to the overall program.

18. Do most of your High Schools provide a jobs placement service? Do you think they should?

NM: a) No b) Yes, for graduates and underclassmen.

OK: a) No b) Yes, for graduates and underclassmen.

UT: a) No b) Yes, for graduates and underclassmen.

DE: a) Yes b) Yes, for graduates

SD: a) No b) No

AK: a) No b) Yes, for graduates and underclassmen

OH: a) No b) Yes: All vocational schools provide placement assistance. 92% of Vocational Education graduates are placed in jobs.

MS: a) Yes b) Yes, for graduates and underclassmen

VA: a) Jobs placement counseling required by legislative mandate.
b) Greatly needed by our young people. The major problem is that few counselors and/or teachers are sufficiently prepared to provide effective counseling.

OR: a) No b) no

CO: a) No b) Yes, for graduates or those about to graduate or leave, for underclassmen only in a secondary way - unless tied to a planned Career Education program.

WI: a) No b) Yes, for graduates and underclassmen

WY: a) No b) No

NV: a) No b) Yes, for graduates and underclassmen

KY: a) No b) Yes, for graduates

MD: a) No b) Yes

ALA: a) No b) Yes

AZ: a) No b) Yes, Graduates and underclassmen

ARK: a) No b) At present, this is a local decision

MO: a) No b) No

19. What do you think is the most important element in a successful Career Education program?

NM: The knowledge that happiness and success is not with the degree - that satisfaction and job fulfillment can be secured elsewhere with good pay.

OK: A complete support attitude of the administration of the local school. (Teachers are not educated to the importance of Career Education.)

UT: A wide variety of options to which students may be guided and the curriculum to shore up those options.

SD: Women's equity.

AK: Teacher sensitivity, understanding and commitment.

OH: Involving classroom teachers.

VA: Greatly needed by young people; major problem is that few counselors and/or teachers are sufficiently prepared to provide effective counseling.

OR: Teacher involvement and commitment.

CO: Good understanding of the program (and commitment) by all of the faculty.

WI: Success stories told by school graduates.

WY: Very clear definitions, very clear statement of objectives, and a very clear understanding of participants what their roles are.

NV: Inservice of professionals - University systems.

KY: Teacher inservices and board support. The support of the principals of the individual school - is an absolute.

MD: Very close relationship with the community - particularly business, industry and labor.

ALA: The classroom teacher. They must be able to present the various careers in an informative, unbiased and complete manner. They must understand and support the concept of Career Education.

AZ: Practicality.

MO: To provide the LEA's the necessary vehicle and/or materials, training, and leadership that will help to assure a successful program. You cannot expect a program to be implemented successfully without carrying out these kinds of activities.

ARK: Inservice training of the school personnel including administrators and teachers.

20. How do you think teachers can be convinced of the importance of Career Education?

NM: When they comprehend what it is, they will be. In fact, many teachers tell me that they were practicing the concept long before the new terminology.

OK: Teachers will do what they think is best - we must educate our teachers if they are to take hold of this thing.

UT: Through inservice training; sufficient support services to permit students and teachers to function well.

DE: Staff training.

SD: Most teachers are reluctant to add anything to their program.

AK: Through education of the teachers as to the meaning and how it can become an integral part of the curriculum without threatening their academic interests or adding to their heavy work loads.

OH: Involving them in planning.

MS: Yes, by presenting good workshops.

VA: Inservice education. Integration of the concept K-12. Involve total administrative and supervisory staff of the school district. Require participation by all teachers.

OR: Must be assured that other curriculum programs will not be displaced to make room for Career Education

CO: Involve them. Expect them to see their jobs as part of the Career Education program.

WI: Success stories told by school graduates.

NV: Inservice - SEA involvement.

KY: By developing their own program, and not accepting "canned" approach to the subject. By public opinion polls and state assessment programs reflecting parent concern about jobs.

MD: Exposure through inservice.

AZ: Yes.

MO: Misconception of career education must be eliminated among staff--it is for all students, not just the non-college bound. It is the responsibility of total staff, not just counselors. This needs to be done through a good program of staff development and involvement.

ARK: A recent needs assessment in our State shows that teachers feel that the problems addressed by career education are important, but that they need the training in the content and practices of career education.

21. How do you think teachers can best be educated to carry out their responsibilities in career education?

NM: I am not sure that they have to be educated providing they are honest with their students - that is letting kids know the realities of the world of work, good and bad.

OK: Inservice.

UT: The undergraduate program must have a philosophical base for Career Education so teachers will be prepared to infuse career education into the curriculum. Then inservice training must continue.

DE: Staff training.

SD: Pre-service programs that emphasize the career education concept along with others (environment, consumers, etc.)

AK: Through education of the teachers as to the meaning and how it can become an integral part of the curriculum without threatening their own academic interests or adding to their heavy work load. Inservice sessions speaking to total curriculum design - not separate isolated components; this holds true for any area of curriculum development.

OH: a) Specific workshops and inservice training. b) Pre-service training.

VA: Inservice education, integration of the concept K-12, involve total administrative and supervisory staff of the school district. Require participation by all teachers.

OR: Well-planned local inservice programs.

CO: By career education teams within a district and through regional (for us) commitment to reach each school with peer representatives of career education.

WI: Inservice, preservice review of successful models and the positive results will encourage teachers to become willing to meet their responsibilities.

WY: Certainly by Department of Education leadership and workshops. But teacher training institutions are a key factor and generally most of their staffs do not understand or don't want to.

NV: Undergraduate programs - SEA inservice conferences - local inservice.

KY: Inservice programs - at the local district level through developing definitions and visiting school districts that have models relative to the schools and districts.

MD: Inservice and need materials and supervision.

ALA: Through effective staff development programs.

AZ: Product marketing.

MO: By showing teachers there is a need for change, if this can be backed up by adequate data, by helping every teacher to see how individually they can fit into or did in the process of career education. Often staff members are hesitant because they believe career education is for someone else. It is important that each staff member preceives career education as relevant and valuable to their own roles in the school setting.

ARK: Through very general workshops on what career education followed by specialized training in the various goal areas such as economic education, teaching decision-making skills, etc.

22. What in your opinion is the best way to get acceptance and support from school administrators?

NM: Get them to understand what career education is - after we do likewise - and are able to describe in succinct terms.

OK: Educate through inservice.

UT: Permit money to flow for that purpose. However, I don't think additional money is needed, so we have to educate them by demonstrating the practical worth of career education through workshops, inter-school visits, demonstrations, involvement in programs.

DE: Specialized training for them.

SD: Pre-service programs that emphasize the career education concept along with others (environment, consumer, etc.,) plus inservice and seminars.

AK: Basically, the same approach that would be used with teachers.

OH: This has not been a problem.

MS: Provide funds for the program.

VA: Inservice education, integration of the concept K-12, involve total administrative and supervisory staff of the school district, require participation by all teachers. In providing leadership in inservice education activities.

OR: Financial support.

CO: By career education teams within a district and then through regional (for us) commitment to reach each school with peer representatives of career education, plus a push by boards/superintendent.

WI: Leadership and technical assistance must be available from the state and federal level.

WY: Leadership from the Chief State School Officer and his staff. Of course, money.

NV: Money - inservice - conference.

KY: By community acceptance and support through the board of education policy statement. Curriculum assessment and study and other opinion polls of importance to the concept.

MD: Exposure through inservice.

ALA: They must have a complete understanding of what career education is. Many do not have this understanding at this time.

AZ: Involvement.

MO: Most administrators will accept and give at least minimal support to a program as long as funding is available for that particular program. However, if we are to have total support and acceptance from this level then they must have the same basic understanding of career education as their staff. Many times staff members are far more excited by career education than their top level administrators.

ARK: To be able to offset part of the initial cost of inservice and coordination of career education programs.

23. What in your opinion is the best way to get acceptance and support from the community?

NM: Get them to understand what career education is - after we do likewise - and are able to describe in succinct terms.

OK: Administration and teachers still provide leadership in most communities. Sell them and they will bring the communities along.

UT: Open up the school system so community members feel a part of the operation. Efforts have to be made to make involvement meaningful so that community members see results from their efforts.

DE: A committed staff and faculty as well as the board of education.

SD: Remove the fuzzy image of career education.

AK: Probably by non-educators speaking to the value of career education.

OH: Involvement in planning.

MS: Show the need for this activity.

VA: Career education is simply a portion of the whole. When confidence is restored (or developed) in public education, the goal of career education will be supported by the community.

OR: Involve them as resource people.

CO: Bring them into planning - use in the schools and salesmen for the career education idea.

WI: The reporting of opinion polls through the news media is most helpful.

WY: Publicity on programs that have worked in areas to which they can relate, support from influential people other than school related, leadership and advocacy of the Chief.

NV: Public relations - involvement.

KY: To ask people to help through invitations to the classroom and by sharing the knowledge of key people with the teachers.

MD: Communication.

ALA: By making sure they understand what career education is. We must be sure that we understand it first.

AZ: Real involvement.

MO: By developing methods or procedures which will keep parents actively informed about the program. Ask parents to get personally involved with the program, send out newsletters, make use of local newspapers, get parents involved in voluntary programs, such as helping to run a Career Resource Center and seek input from parents and community members about the career education program.

ARK: Parents and employers do not seem to have much difficulty in seeing benefits from career education programs.

24. What in your opinion is the best way to get support from business and industry?

NM: Make them a part of the movement. Seek their advice with respect to their perception of the strengths and weaknesses of our schools.

OK: I think they are now eager to support career education in Oklahoma.

UT: Open up the school system so community members feel a part of the operation. Efforts have to be made to make involvement meaningful so that community members see results from their efforts. My opinion is that business and industry would like to have the career education concept undergird the system. They will move if mechanisms are provided whereby they may be heard and see results.

SD: Remove the fuzzy image of career education.

AK: Establish an Industry/Business/Labor/Education Committee so communication on a meaningful basis can begin. This is only the first step.

OH: We have found them most supportive as we have had broad involvement through advisory committees.

MS: Get them involved in setting goals and implementing activities.

VA: Career education is simply a portion of the whole. When confidence is restored (or developed) in public education the goal of career education will be supported by the community.

OR: Involve them as resource people.

CO: Bring them into planning - use in the schools and salesmen for the Career Education idea.

WI: Advisory committees which include such representatives are helpful to carry the message.

WY: They can easily be shown the benefits to them in being provided a product of the school who can function more efficiently and effectively in their world of work - I don't think they need much convincing, they are now.

NV: Small group meetings - association involvement.

KY: Through exchange of counselors with personnel in industry and through Chamber of Commerce who have endorsed the idea and see the need for future business developments.

MD: Involvement and communication

ALA: Make sure they understand it.

AZ: Real involvement.

MO: By seeking to identify major work sites in the community and contacting persons within those work sites. Identify the labor unions and contact persons within each work site with and through the Chamber of Commerce and various business and professional organizations. Try to involve these groups in various aspects of program planning. Make appearances at service organization meetings to provide program information and to gain input from members.

ARK: In most cases you only have to ask. The greatest problem in this area is that often the school personnel do not know how to effectively work with business and industry to strengthen instruction and a lot of work needs to be done within the school setting first.

25. What in your opinion is the best way to get support from labor?

NM: By expressing an intelligent view of the labor movement and developing a proper understanding of their objectives.

OK: Invite them into meetings that have a proper plan to enlighten them about career education.

UT: Open up the school system so community members feel a part of the operation. Efforts have to be made to make involvement meaningful so that community members see results from their efforts. My opinion is that business and industry would like to have a career education concept undergird the system. They will move if mechanisms are provided whereby they may be heard and see results.

SD: Remove the fuzzy image of career education.

AK: Establish an Industry/Business/Labor/Education Committee so communication on a meaningful basis can begin. This is only the first step.

OH: Contacts with labor leaders and involvement in planning through advisory committees.

MS: They will also need to be involved in the activities.

VA: Career education is simply a portion of the whole. When confidence is restored (or developed) in public education, the goal of career education will be supported by the community

OR: Involve them as resource people.

CO: Bring them into planning - use the school and salesmen for the career education idea.

WI: Facts and figures which prove the value in terms of employment are helpful.

WY: They can easily be shown the benefits to them in being provided a product of the school who can function more efficiently and effectively in their world of work - I don't think they need much convincing, they are now.

NV: Active involvement in planning - serve the needs as preceived by labor - use them as experts.

KY: Talk with labor leaders and impress on them the need for labor to be represented on the community council for career education. Through understanding of the concept.

MD: Involvement and communication.

ALA: Make sure they understand it.

AZ: Real Involvement.

MO: By seeking to identify major work sites in the community and contacting persons within those work sites. Identify the labor unions and contact persons within each work site with and through the Chamber of Commerce and various business and professional organizations. Try to involve these groups in various aspects of program planning. Make appearances at service organization meetings to provide program information and to gain input from members.

ARK: The important point concerning labor is to bring labor in from the beginning, suring the planning stages.

26. What are the unique problems, if any, in evaluating career education?

NM: Don't know,

OK: (People and Learning)

UT: Demonstrating that it in fact had any impact on changing direction in education. With so many variables influencing education, that would be difficult.

SD: Most still do not understand the concept of career education.

AK: How do you measure the impact of a concept? We don't know a whole lot about evaluating a lot of programs.

OH: Evaluating devices are now available to determine learning outcomes.

MS: Measuring the knowledge of students.

VA: Career education is simply a portion of the whole. When confidence is restored (or developed) in public education, the goal of career education will be supported by the community.

CO: Longitudinal research- follow-up studies are hard but must be done. Also attitudinal studies - self concept evaluation are hard but should be done.

WI: The major problem in evaluating Career Education seems to be lack of research techniques to project results since it is a rather "new" idea.

WY: Little uniformity of programs or even in concept of career education.

NV: Nothing unique - it lends itself to present state of the art in evaluation techniques.

KY: Subjective approach can be used through questionnaire and the fact that with fusion techniques it is hard to isolate and pin down.

MD: Lack of clear understanding of concepts particularly career education and vocational education.

MO: Basically the lack of any comprehensive evaluation models that can be used to determine the impact of career education on staff and students. We are just now beginning to collect adequate statewide data on students through our Career Education Needs Assessment process. We intend to collect statewide data from parents, staff, and graduates this current year. We are also still trying to determine an effective procedure to evaluate all components of our career education state plan.

ARK: Career Education relies heavily on changing attitudes of students and staff in addition to increasing cognitive learning. Not only are attitudes difficult to measure, the change comes over a longer period of time than is usually available.

27. Do you think helping a youngster get placed in a low level or dead-end job is a service or a disservice to the youngster?

NM: Disservice if permanent. Service if temporary with proper follow-up for upward mobility through additional training.

OK: Disservice.

UT: Disservice. The system should be operated on an open-entry concept where youngsters may spin off at many points and then come back and pick up where they need to and want to.

SD: Disservice.

AK: Anything with a dead end characteristic is going to result in a disservice to anyone.

OH: Employment is much better than unemployment. Hence learning by holding a job is a service to the employee and to society.

VA: A disservice. If he or she is prepared and motivated for something at a higher level. But there will always be low level, dead-end jobs that someone must fill. Some will not prepare for anything better.

OR: Depends on the youngster.

CO: Service if it is seen as a transition and student sees the place/purpose of such an assignment in a long range perspective.

WI: Low-level dead-end jobs are degrading for anyone!

WY: Can, of course, be either. Often a dead-end job is all the person can handle because of motivation or ability. Often such a job will stimulate the individual to improve himself.

NV: Service in that it is designed for exposure - being terminal is not that important.

KY: If it is better than no placement and idleness, provided the person's skills are matched to some extent with the job. A contribution to the community is important.

MD: Disservice if it does not provide learning opportunities.

ALA: Disservice.

AZ: Disservice.

MO: For the most part, a disservice, especially if the youngster is capable of a higher level job. This low level placement more often than not will tend to discourage, rather than encourage a student. On the other hand, an interim low level job may be better than no placement at all.

ARK: Neither. The disservice would be to have a student choose a dead end job as a life's goal from ignorance. Even dead-end jobs provide economic security and experience while additional training is gained.

28. How severe is the problem of parents of the children, or children themselves, aspiring to jobs which are beyond their capacity or beyond reasonable expectations of fulfillments?

NM: I cannot respond with conviction -- I can guess by saying it is not as critical as some would have you believe.

OK: I do not know.

SD: Not very severe - prefer this to underestimating.

AK: Not a major problem in my view. No one can make that kind of value judgement in the first place. We don't know enough about an individual's ability at their various stages of development for future application in a variety of different environments.

OH: In a limited number of cases, this can be a problem. Guidance is very helpful to avoid this problem.

MS: None.

VA: This has always been a serious problem. We have emphasized too much securing a high school diploma or a college degree with little concern as to whether the individual has been developed for life and work.

OR: To some extent - but not as severe as it was a few years ago.

CO: A real one. But better handled in a Career Education program than in our present helter-skelter guidance/counseling attempts.

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WI: Not severe.

WY: I don't think it is a severe problem at all. It is healthy to aspire for excellence, for an ideal, for even a goal that may not be attainable.

NV: That is part of what the proper implementation of Career Education can address.

KY: This problem happens more with the upper class than with the middle, but it is not severe where career education and self-assessment are necessary parts of the process.

MD: Is a serious problem. We have oversold high level jobs.

ALA: Not too severe. Many people should aspire to greater heights.

AZ: Not severe.

MO: I would suggest that the numbers of students dropping out of college during the first year could be related to aspirations beyond their capacity. Most parents have high aspirations for their children, so I would assume we must also consider parental pressure. We do not collect data in this area.

ARK: Not nearly as severe as the problem of students who aspire to jobs well below their capacity or below reasonable expectations.

29. Are better Career Education teaching materials needed? Needed Urgently?

NM: Don't know. Ask teachers.

OK: a) Yes b) Yes

UT: a) Yes b) Yes

DE: a) b) Yes

SD: a) Yes b) Yes

AK: a) Yes b) We can always use better materials - in every program.

OH: a) Yes b) They are now becoming available.

MS: a) Yes b) Yes

VA: I believe we have ample materials, but teachers must be motivated to locate them and organize them for appropriate, effective instruction.

OR: a) Yes b)

CO: Not a high priority - Lots of good things available.

WI: a) Yes b) Yes

WY: a) Yes b) Yes

NV: a) Yes b) Yes

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KY: a) Yes b) No

MD: No. Need to identify and use.

ALA: a) Yes b) Yes

AZ: a) Yes b) Yes

MO: a) Yes b) Yes

ARK: a) Yes b) Yes

30. Do you think most career education teaching materials should be developed by the feds, by SEAs, by local school systems (including teachers), or by the publishing industry?

MN: I don't know. Give the responsibility to those who can best do the job.

OK: All of the above.

UT: None by the feds, although some with federal funds. States and local systems cooperatively should develop most of the material. There is a role for the publishing industry as in the production of other materials.

DE: Publishers, but funds have to be available for local districts to purchase.

SD: Any or a combination of all.

AK: Not by feds. Some involvement by SEA but mostly by local school systems.

OH: Career concepts should become a part of the regular program of the school and materials should be made available by the publishing industry.

MS: A combination of the above agencies.

VA: Ample materials. Teachers must be motivated to locate them and organize them for appropriate, effective instruction.

OR: Should be developed by people in the field with assistance of labor, business, industry, etc.

CO: By centers and labs (NIE) and private sources. Plus local materials are particularly valuable and desirable in career education programs that should stress the area resources at least in certain stages of career education programs.

WI: It will take a total effort but under the direction of SEA.

WY: By industry using the best materials already developed by feds, SEA and local schools.

NV: All four in concert - using each for a different purpose - finance, experts, etc.

KY: By cooperation of all, but more effectively done at the local level by the teaching staff.

MD: Local, state and national.

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AZ: Whomever can deliver a practical, usable material.

MO: Each level mentioned has some responsibility. LEA's need to develop materials that will help to assure that state objectives are being met. LEA's need to develop materials that will help us insure a quality program at the local level. The publishing industry can offer many services in the area of audio visuals and printed material that most LEA's and SEA's do not have the capability to produce.

ARK: The most promising materials and practices are those developed by local schools through such federal, state and local joint efforts as ESEA Title IV. In my view, the most chronic problem is not in the area of Research and Development, but in improved dissemination and adoption of programs already developed. Otherwise, everyone must wait on his own grant to re-invent every wheel of career education.

31. What do you consider to be the major positive and negative issues in Career Education?

NM: A disrespect for the world of work, compounded by growing negative attitudes towards labor unions. Hopefully young people will begin to realize that there are many good jobs which do not require a degree and which pay well.

OK: Uninformed teachers and administrators.

UT: Positive: 1) Some see it as a means of changing the focus of the system.
2) It has an appeal to the business and industry and labor community.
3) A number of fine projects have produced good, usable information.

Negative: 1) Lack of acceptable definitions on which there is common agreement.
2) People believing career education cannot be moved into the system without additional funds.

SD: Positive: Better decisions re careers.
Negative: Unclear identification of program goals and methods.

AK: Positive: It is a broad concept which makes good sense.
Negative: It is not well understood. It has become a catch phrase to the extent we have witnessed over-kill.

OH: Issueof funding. Issue of acceptance. Issue of teacher training. Issue of involvement of appropriate actors.

MS: It is most important for students to have a broad knowledge of opportunities in careers.
Lack of trained personnel to work in this activity.

VA: SPECIAL NOTE: In Virginia, the concept of career preparation is covered in the Standards of Quality, approved by the Board of Education and enacted into law by the General Assembly.

Also, four broad competencies for graduation from high school have been adopted by the Board of Education. One competency covers knowledge and skills for employment or for higher education.

OR: Positive: Students have a better understanding of the world of work.
Negative: Disagree with those who say career education can take over and do the training in basic skills area.

CO: Positive: 1) Vehicle for personalizing an otherwise impersonal world for many students.
2) Bridge between the community and school.
Negative: 1) Unresolved issues between career education and vocational education.
2) Career Education a program in itself - not related to total curriculum of a school.

WI: Positive: Improved employment.
Negative: One more additional already full school curriculum.

WY: Funding is a problem. Many want special categorical aid, others believe that such special funding would be impossible to administer and have the effect of limiting and isolating the problem.

KY: Positive: Change in philosophy and emphasis of the school. Not an expensive curriculum change.
Negative: Reluctance by academic college personnel to accept idea. Resistance to change school program.

MD: Confusion as to what career education is - also the fact that school administrators say they already have too much to do and they also lack money.

ALA: Should help students accept the fact that many careers are possible and acceptable. I know of no negative issues unless it is the feeling that more funds should be made available.

AZ: Positive; It is a practical concept.
Negative: Need action, not verbiage.

MO: Positive: State leadership to define career education at the state and local level; the development of a workable delivery system to assure a comprehensive as well as a quality program.
Negative: Career Education is being defined too broad in many areas to be effective, yet, it cannot be narrowly defined, such as limiting its concept to the world of work.

ARK: Career Education's greatest strength is that it is a concept rather than a program aimed at improving education. Although people become very excited about concepts and tend to offer support while they are new, programs and projects are easier to administer and adopt and have a more emotionally dedicated constituency. Career Education must show that it can do specific things for specific groups.

32. What have been the major (two or three) problems in implementing Career Education?

NM: Understanding what it is. Advocates complicating by unnecessary verbiage the true objectives.

OK: Lack of people and materials. (Money)

UT: 1) Lack of common agreed-upon definitions. 2) Some people trying to move too fast without acceptance by the community. 3) The usual school administration resistance.

DE: Lack of staff training.

SD: Materials, funds, training programs.

AK: 1) Common understanding. 2) Educator attitudes - particularly at the most important level - the classroom teacher.

OH: 1) Definition of Career Education at the federal level. 2) Adequate funding. 3) Teacher preparation.

MS: Teacher training and financing.

OR: Teacher attitude. Financing. Availability of teaching materials.

CO: Reluctance of staff to see this as their responsibility. Career Education seen as competing with basic skills and other programs as money pinches.

WY: 1) Funding. 2) Self-serving subject matter oriented educators and vocational educators who fear change and loss of the integrity of their special areas. 3) Lack of consensus of what is career education,

WI: Small, rural districts cahnot independently provide for its implementation. Lack of general knowledge and therefore support for career education.

KY: Changing the philosophy of education. Higher education reluctance to accept idea. Secondary teachers teaching subject matter.

MD: Money and personnel. Also lack of priority by administrators.

ALA: A lack of understanding of what career education is and how it should be implemented.

AZ: 1) Become a turf rather than a part of the whole. 2) Evaluation.

MO: The major problem in implementing career education has been the active involvement and support from those in top level administration. If staff members are to remain excited about career education then this support is essential.

A second major problem is that of total staff development and involvement. Through our inservice we have been able to reach only a small percentage of the staff in any given district.

A third major problem is in the area of funding. How do you assure program continuity once the funds are gone and staff is reassigned?

ARK: Funding for Career Education has been steadily shrinking since 1973. In this state alone, more than $350,000 per year of Part C D & I of the Vocational Education Act went to Career Education from 1971-73. At present, only $100,000 of State monies from PL 95-207, the total State administered funding for Career Education will be less than in 1973.

33. What are the major strategies which you have either tried or would like to try in implementing Career Education?

NM: Destroying the view that "it is OK for others but not my child".

SD: 1)Develop state plan. 2) Try to implement the state plan.

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UT: 1) Infuse it into the curriculum with "how to" strategies rather than making it a program by itself. 2) A small state appropriation to assist in giving direction and to encourage infusion. 3) Developing curriculum guides which cut across many subject matter areas and the production of supportive materials. 4) Workshops, demonstrations and meetings with teachers and administrators. 5) Adoption of position papers to enunciate the program and to give definition at the state level; adoption of state guidelines under which school districts may successfully operate.

AK: Let the concept emerge from the local district as the various communities see the significance of the idea. Subtly promote the ideas from the state level and recognize and let others know what works. Mandates, final rewards and empty promises will not be effective in the long run.

OH: 1) Involvement in planning. 2) Providing funding. 3) Developing evaluation procedures.

MS: We have developed a plan of attack and are providing some teacher training and financing.

OR: Oregon has provided support for local school districts from the state level. This commitment has had a positive influence.

CO: I would like to see this tied to competency standards of our schools in Colorado as locals move in this area. Career Education and CETA and others (Vocational Education) tied together - another push for us in Colorado.

WI: Useful models are made available through conferences at the state level. Encourage small districts to engage in cooperative arrangements with neighboring districts.

WY: Hired special staff at SEA level to work with local districts. Special funding to stimulate special programs, dissemination of information on successful programs.

KY: Begin concept in the early grades where children are the focus. Stress the importance of the teacher in the process.

MD: Need full time staff to promote. We are trying to improve communication with the community - a part of this is career education.

ALA: Having schools and teachers who believe in career education become pilots and then disseminate their results to others.

AZ: Like to try a major marketing strategy.

MO: The major strategy thus far has been the development of the Missouri Career Education Delivery System, tied to a strong, comprehensive inservice program for a core group from each district receiving funds through our mini-grant program. The Missouri Career Education Delivery System is a procedural system that will enable LEA's to develop, implement, and evaluate a career education program based on identified needs of students.

The Grant Award Program (mini-grant) has been used to fund approximately 300 programs since 1973. These are basic $6,000.00 grants.

ARK: 1) Inservice training for teacher education and school personnel.

2) Basic assistance to local schools to coordinate Career Education Projects and Programs until adoptions are completed.

3) Basic grants to schools and teachers to adopt/adapt existing Career Education practices and methods.

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